DOCUMENT RESUME

ED 390 371 HE 028 884

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TITLE	Creating the Future Together: A Quest for Excellence. Future Together: A Quest for Excellence.
INSTITUTION	Arkansas Univ., Little Rock.
SPONS AGENCY	Winthrop Rockefeller Foundation, Little Rock, AR.
PUB DATE	Oct 95
NOTE	32p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Faculty; College Programs; *College Role; College School Cooperation; Community Cooperation; Educational Trends; Futures (of Society); Higher Education; Partnerships in Education; Public Relations; Public Service; Rewards; Scholarship; Scholarships; School Business Relationship; *School Community Relationship; School Involvement; Schools of Education; State Colleges; Two Year Colleges
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ABSTRACT

This report responds to an extended community discussion, UALR 2000, of the future role and service that the University of Arkansas at Little Rock (UALR) can offer central Arkansas and its metropolitan area. An opening section begins to examine the university's relationship with the public by reviewing central institutional values, quality issues, regional needs, and specific recommendations from the UALR 2000 process. The next section looks at academic programming including establishing new programs, improving experiences of freshmen, off-campus sites, and graduate and professional programs. The following section provides a longer discussion of faculty roles and responsibilities and covers scholarship, proposals for rewarding excellence, mini-grants to foster development of relationships to the extended community, and special challenges to the College of Education to support the current transformation of public schooling. There follows a look at the evolving role of two-year colleges and their relation to UALR, particularly supporting connections with Pulaski Technical College. The next section challenges UALR to incorporate service learning into UALR teaching and the overall student experience. A discussion of how UALR can serve industries and agencies cites special projects and programs already underway. The next section address improvements to communications, and the final section announces the establishment of a new scholarship program. (JB)

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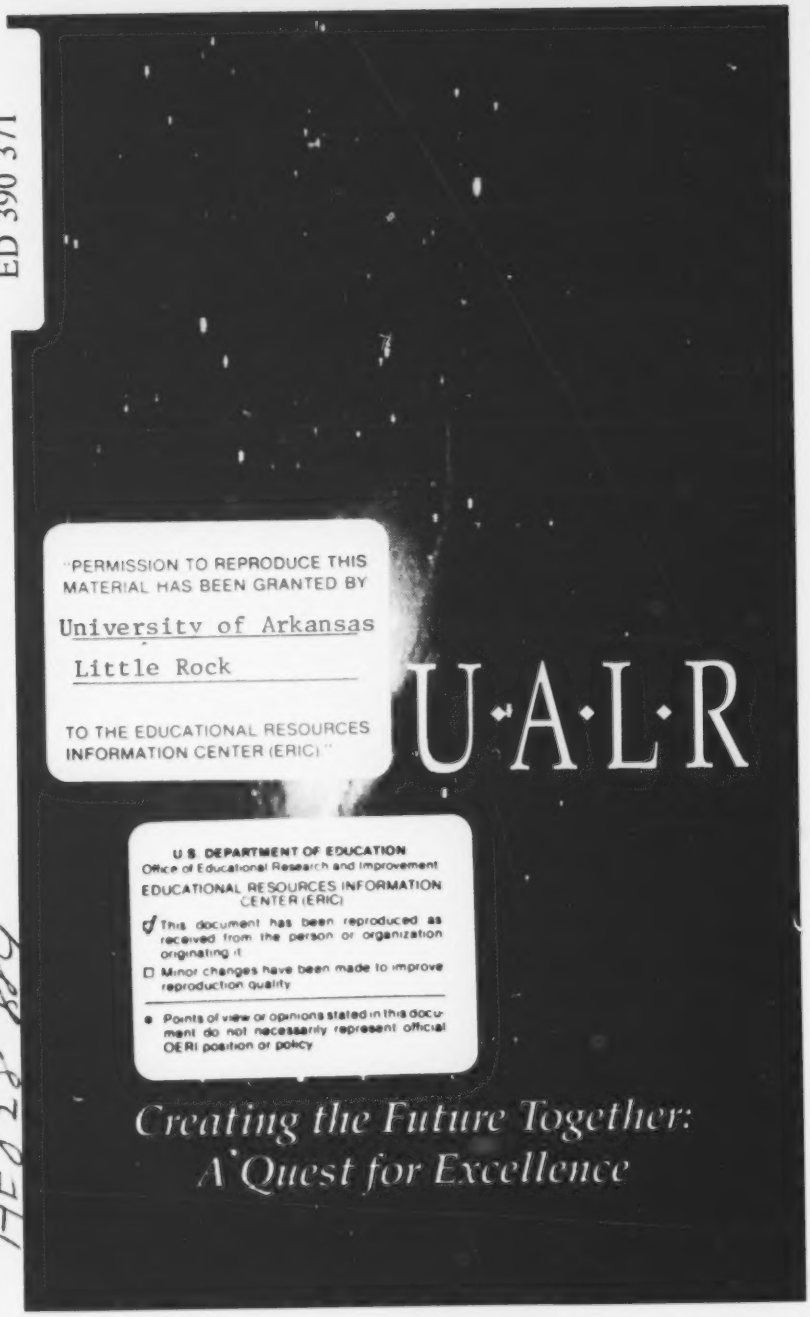

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Creating the Future Together: A Quest for Excellence

HE 028 884

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October 1995

A Message from the Chancellor

The University of Arkansas at Little Rock requested the extended community of the Little Rock metropolitan area through the UALR 2000 process to inform us what the community expects of the University as we approach and enter the new century. The campus considered what we learned through the UALR 2000 process and drafted an appropriate response. This report presents the beginning of the response of UALR to the current and future needs of central Arkansas. This action plan builds on the traditional values of universities while also emphasizing the special relationship between this University and the metropolitan area we serve.

Achieving the goals set forward in this document builds on the work and dreams of those who created the precursor institutions of Little Rock Junior College and Little Rock University. These goals respect the special place of UALR as the metropolitan university within the University of Arkansas System.

Lewis Carroll captured the importance of setting goals and a path to those goals in one short dialogue in Alice's Adventures in Wonderland:

> *Alice:* Would you please tell me which way I ought to go from here?
> *Cheshire Cat:* That depends on where you want to get to.

The University of Arkansas at Little Rock knows where we need to be in the future. We have chosen our identity and the direction that will lead us to distinction. We begin this journey with the assistance of central Arkansas, evaluating the various paths, and making critical decisions at each juncture. We will evaluate the progress we have made toward these goals three years from now and will present a report to the community in early 1999. We will hold ourselves publicly accountable for our progress or lack of progress.

I wish to thank all of those persons, both in the extended community and on the campus, for the effort they invested in this process. I hope this report will allow you to feel you invested your time wisely.

Sincerely,

Charles E. Hathaway

Charles E. Hathaway

A UALR 2000
Report

UALR 2000 was made possible through a grant from the Winthrop Rockefeller Foundation

Creating the Future Together: A Quest for Excellence

Although universities originated because of the needs of society and although we still seek to serve our society, we now need to redefine the relationship between the university and its publics. Frank Newman, in *Choosing Quality*, concluded that a university is most likely to achieve true excellence by developing a "sense of niche, its particular role among the other institutions of higher education, its particular programs and characteristics in which it will be outstanding. It must...recognize that no university ever moved to greatness by trying to be everything to everybody."

The University of Arkansas at Little Rock is a component of the University of Arkansas and an integral part of the basic fabric of Little Rock and central Arkansas. UALR shares a common set of core values with all universities that aspire to achieve excellence. The university is the repository of the accumulated knowledge of humankind, born and nurtured through free inquiry. The university promotes human development and fosters intellectual and creative activities as proper ends in themselves and as contributions to the general betterment of society. UALR commits to nurturing the best of these values—aesthetics, rationality, civil discourse and scientific rigor—as an independent institution within the society with which we seek to form a comprehensive partnership. We reaffirm the importance of creating an environment in which faculty and students may freely investigate the frontiers of knowledge and seek answers to perennial questions.

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The future of UALR depends on the response of the faculty to both the historical values defining a university and the relationship of the University to our metropolitan area.

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We commit to the creation and dissemination of knowledge and the sharing of values with the wider community of all humankind. The knowledge, attitudes and skills that our students develop in their various courses of study and our University's interaction with the general community reflect our commitment. This commitment, common to all the academic disciplines, binds the departments, schools and colleges into one university.

The future of UALR depends on the response of the faculty to both the historical values defining a university and the relationship of our University to our metropolitan area. One does not preclude the other; in striving toward one, we can achieve the other. By accepting this challenge, we affirm that we not only accept the academic and scholarly obligations expected of all excellent universities, but that we intend to extend the University into the Little Rock metropolitan area to create a model of excellence. Our mission within the urban setting is parallel to the mission of the land-grant institutions for the agricultural areas during the previous century. By accepting this mission, we expect to assist significantly in defining a form of the university that will serve the next century.

The prestige of any university depends on the quality of the response of its scholars to the significant issues they address and by the quality of its graduates. Geographic boundaries notwithstanding, we are committed to the quest for excellence in teaching, scholarly activity and professional service that addresses both universal issues and local and regional challenges. The local, national and international dimensions of our work are mutually reinforcing and inseparable.

In 1992, Derek Bok, the former president of Harvard University, stated: "...universities need new ways to serve the public, and they do not have them. They do not embrace goals around which a new alliance can be forged. The result is a vacuum that attracts all manner of complaints and criticisms. If we would have it differently, we must associate ourselves prominently once again with efforts to solve problems that really concern the people of this country." UALR understands the need to create new goals and ways to address these goals. We will accept this challenge to form a meaningful partnership with our public to assure that this university and this region seek excellence together.

If UALR is to address the challenges faced by central Arkansas, we must clearly understand the issues we face together. Less than two years ago we initiated the UALR 2000 process to inform us of the expectations our public holds for us as we move into the next century. Some 100 persons from the extended community and 143 persons on campus were involved in projecting new goals and directions for the University. Although we celebrate the success and completion of UALR 2000, we must understand that UALR 2000 simply assisted us in defining a continuing process by which we can assure the long-term partnership between society and the University.

The UALR 2000 process informed us that the University should continue to provide and improve the education we offer to our students. Beyond teaching, which is the most important defining characteristic of a university, UALR 2000 projected the following expectations:

- Collaborate with community groups to solve problems in the community.
- Emphasize continuing education and training to meet the education needs of the community.
- Serve as a forum and conference convener for public policy and economic debate.
- Emphasize public and professional service for faculty and students.
- Ensure better community access to UALR.
- Provide excellent teacher education and relationships with public schools.
- Reach non-traditional students, at risk students and minority students.
- Cooperate in the development of a two-year college.
- Raise the profile of UALR programs and faculty members.
- Assist business and industry directly.
- Develop faculty and staff expertise on issues that confront government, and disseminate the results of applied research to the public.

UALR 2000 also requested the University to study the feasibility of a multi-purpose event facility in central Arkansas. The University did participate in the successful quest for the creation of such a facility to be located in North Little Rock on the Arkansas River as part of a broader River Project development.

...We must learn to do with and not for those we seek to serve, for when we attempt to do for others, we most often do to others.

In responding to the expectations that UALR 2000 provided the University, we must better understand that in all we undertake we must learn to do *with* and not *for* those we seek to serve, for when we attempt to do *for* others, we most often do *to* others. We must learn to involve others from the beginning in any effort within the extended community. This is not easy, but we have much to learn from these interactions. If we can learn this lesson, UALR can truly serve as a needed agent for systemic change within our society.

In order for UALR to have such a role, we must form partnerships with corporations, governmental and not-for-profit organizations to create the leverage we need to address many of the challenges we face.

The UALR 2000 process was not intended to address the planning of academic programs. UALR will continue to provide curricula that reflect the best of knowledge and techniques within each discipline, coupled with the understanding provided by a broadly-based liberal education. This commitment requires that the University periodically review, improve or modify the educational components associated with the various curricula, degrees and certificate offerings.

We must now conduct a parallel process on the campus to define the academic programs and goals that will deliver the dream of a university that truly addresses the next century. To that end, I request the Provost to design and implement a planning process for our future academic programming that will culminate not later than the end of the 1996-97 academic year. I encourage the faculty to dream of a university of the 21st century informed by what we learned from the UALR 2000 process and keeping in mind the words of George Santayana:

...what is the part of wisdom?
To dream with one eye open...

Academic Programming

UALR is today a reasonably well-developed university. As such, we are not likely to see the addition of many new undergraduate programs unless we sense a demand for education in the region in areas we do not now serve. For example, given the changing nature of the workforce and the change in law regarding the licensure of engineers, UALR must seriously consider requesting permission to initiate a limited program in undergraduate engineering. I charge the Provost with forming a committee comprised of members of the faculty and persons involved in engineering in the community to recommend to me a course of action for engineering and engineering technology by not later than the start of the 1996-97 academic year.

UALR is concerned with the overall success of our students. Following the recommendations of the Task Force on Retention, we will initiate by no later than the start of the 1997-98 academic year a program for entering students, the UALR First-Year Experience. Although the Task Force has not finished its final report, shadows on the wall indicate that the first-year experience will seek to create a community of involvement and engagement for entering students. Among the elements considered for this first-year experience is a common thematic course taught by the best of our faculty on issues of importance to our students and the university. The themes for this course might involve AIDS one year and youth violence the next year. To complement such a unifying first-year course, we will seek to bring to the campus nationally recognized experts to speak with and engage our students and faculty.

The UALR First-Year Experience will seek to build unifying experiences and rituals that will create a sense of community and belonging for students and faculty. We will consider as a possible ritual for all first-year entering students a shared reading and discussion experience. The University would provide all entering students—indeed, perhaps all interested faculty, staff and students—a book to read before the start of or during the fall semester that would form the basis for discussion groups. This book might be related to the common theme chosen for the first-year course. We would expect to invite the author of this book or an expert on the subject of the book to the campus to provide a lecture and engage our students, faculty and staff. While we do not know the exact nature of the UALR First-Year Experience program, we commit to create a significant change in our approach to engaging our entering students.

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We also wish to expand the opportunities for students to take courses at off-campus sites. To that end we will seek to develop more off-campus sites to deliver courses. Knowing that weekend classes are helpful for working students, we will consider expanding our weekend offerings. We will remain mindful that such a program must generate the revenues to meet expenses.

While UALR offers a reasonably complete range of programs at the undergraduate level, the University may expand further at the graduate level. The fact that UALR accounts for 43% of the growth in graduate student credit hours in Arkansas over the past five years speaks of the demand for graduate and professional education in central Arkansas.

UALR is well aware of the expense and effort required to develop and maintain strong graduate programs. The challenge to the

University in maturing at the graduate program level is to shape an appropriate and carefully selected set of graduate offerings within the economic constraints that currently exist and will continue to exist for higher education.

The University expects to meet this challenge. Eventually, the University may have masters degree programs in many, but not all, of the various disciplines that form the University. However, we will seek much more selectivity to develop terminal or doctoral programs. In either case, at the masters or doctoral level, we will make a request to grant a graduate program only after a very rigorous analysis of the need for the program. In any review of an existing graduate program or a review for a potential graduate program, we must include such questions as the following:

- How does the program relate to the strategic goals and mission of the college / school and university?
- What are the external measures that validate the need for the program?
- What is the societal demand for the graduates of the program?
- What are the scholarly activity and service records of the faculty associated with the program?

While the graduate programs of the University serve to enhance and upgrade the level of education throughout central Arkansas, they also play a key role in the continued growth and development of the region. The economic development of central Arkansas is linked in many ways directly to UALR's ability to shape responsive graduate and professional programs that may serve to attract companies that might expand or locate

in this region. The development or relocation of industries dependent on technological developments in this region depend to some extent on the availability of educational and research programs that allow employees to remain current in rapidly changing fields. This is particularly true for those companies either directly or indirectly associated with the information technologies. Therefore, UALR must pay particular attention to graduate education in computer science, technology and engineering and other related fields.

Because of the special relationship to the University of Arkansas Medical School, UALR should consider the potential need for a doctoral degree related to the current program in audiology and speech pathology, as well as a graduate degree program in biomedical engineering. However, such consideration requires the full cooperation of UAMS.

In order to serve the diverse needs for graduate education, the University must consider not only the areas of need but also the manner in which we package and deliver graduate education. UALR should expand the use of distance learning technologies, including compressed video and even courses on the Internet. In addition, the University should consider the possibility of certificate programs at the graduate level for mastery of a coordinated set of graduate courses in a given discipline.

The Definition of Scholarship

The expectations held for the University are interrelated and require an integrated approach. To address these needs, we must broaden the definition of scholarship as suggested by Boyer (1990) and Rice (1991). I challenge the faculty at the departmental and college levels to discuss and better understand

...Service teaches a connectedness to the community in ways that assist in mitigating against the individualism of contemporary America.

the new and evolving definitions of scholarship. To broaden the definition of scholarship does not mean that we diminish the value of the scholarship of discovery. To broaden the definition of acceptable scholarship does require that we accept and devise measures of quality in the scholarship of integration, the scholarship of application and the scholarship of teaching.

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We have for too long defined the scholarship of discovery as the only acceptable scholarship for awarding merit salary increases, promotion and tenure. I charge the Provost with assuring that the academy at UALR addresses this challenge of redefining scholarship, determining the appropriate measures of quality for these broadened forms of scholarship and assuring that we recognize and reward appropriately those persons excelling in these areas of scholarship.

In all that we undertake in research or professional service as individual faculty, the best of what we will do will involve our students at both the undergraduate and graduate levels. Whether it be the scholarship of discovery or the scholarship of application, I call upon the faculty to engage our students in the process. This is scholarship at its best in the university setting.

Rewarding Excellence

Out of appreciation for the contributions that faculty make in all of the areas of teaching, scholarship and professional service, we will create six distinguished professorships, two each in teaching, scholarship and professional service. Each distinguished professor, chosen by criteria defined by an appropriate faculty committee, will hold this title for a limited period of time of not less than three years. I will request a faculty committee to make

recommendations to me for the guidelines we will use to select these distinguished professors. No limit will exist on the number of times a faculty member might earn such an award. Each distinguished professor will receive a modest budget to support his or her activities. We will define scholarship for these awards in the broader sense, and we will define professional service as the application of a faculty member's expertise in the community beyond the campus. Through these distinguished professorships, we will seek to honor those professors who serve as role models for us all. We will make the first awards of these distinguished professorships with the beginning of the 1996-97 academic year.

The contributions of a department, particularly in the education of undergraduate students, can be greater than the simple sum of the contributions of the individual faculty. Therefore, we will establish an award identifying each year a department of excellence to receive a one-time significant monetary award for investment in the needs of the department and a permanent increase in the maintenance and operations budget of that department. I will establish an ad hoc committee to make recommendations to me on the guidelines and the method by which we will select this department each year. We will present the first award in the spring of 1997.

Relating to the Extended Community

To assure that our faculty become better informed and engaged in the challenges facing our region, we will initiate a mini-grants program, awarding five grants each semester to individual faculty who are willing to engage in meaningful applied scholarship and

professional service directed toward problems deemed of importance by the community external to the campus. A panel of citizens in our community, after a careful review and ranking by an on-campus process, will select these competitively awarded grants. I will establish an ad hoc faculty committee to make recommendations to me concerning the guidelines for these grant awards.

In addition, recognizing that some of the most significant challenges we face in our society are multidimensional and require the efforts of several disciplines, we will remain alert to the possibility of engaging faculty teams in addressing some of these mega-issues. Should the time arise when the expertise of a group of faculty potentially can address a complex societal challenge, we will stand ready to provide the resources necessary for such an effort.

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UALR will implement service learning to create reflective practitioners...

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Our Relationship to the Schooling Process

I particularly challenge the faculty in the College of Education concerning the transformation of public schooling that is taking place. Schooling is the business of colleges of education. Whether through the education of teachers or administrators, colleges of education are intertwined with the schools. The faculty in the College of Education understand that we cannot participate in the systemic reform of the public schools without a concurrent transformation of the College of Education. Colleges of education must join in full partnership with those in our public schools, working together as equal partners, each with a different responsibility but bound by a common interest

in the success of students. In order to assure that we involve ourselves in the schooling process directly, we will establish a mini-grants program to encourage faculty in the College of Education to involve themselves at least on a part-time basis directly as classroom teachers or as a loaned executive in administration in the schools. The University must remain open to allow the College of Education to examine carefully its structure and to recreate itself to better serve the needs of schooling today and in the future.

The challenge to participate in the reform of our public schools, though mainly focused in the College of Education, also presents a challenge for faculty throughout all the colleges of the University. We often say that we must involve these faculty more in teacher education and in school reform, but we have yet to indicate what we really expect of these faculty. The Chancellor and the Provost of the University are obligated to create the environment and dialogue on the campus that will inform us better exactly what role we expect faculty outside the College of Education to have in the reform of teacher education and the transformation of schooling. We will accept this challenge. Admitting that we are not sure of that role, we will nevertheless make the same offer to encourage the release on a part-time basis of at least two faculty from the colleges other than the College of Education each semester to engage in this transformation of the relationship of the University to the schooling process.

As part of the *Break-the-Mold* project of the College of Education, the University has created with the assistance of the North Little Rock School District and other colleges on the campus a program, *UALR Now*, offering concurrent college and high school credit

courses in the high school setting starting in January 1996. I challenge the College of Arts, Humanities, and Social Sciences, the College of Science and Engineering Technology, and the College of Professional Studies to work with the College of Education during the next five years to expand the program by offering additional college credit courses to selected high school students throughout all of the school districts in Pulaski and surrounding counties. This effort can demonstrate to some students that college level work is within their grasp and can increase the college going rate for graduates of the high schools in this region. The current overall college going rate in Arkansas of 63% is insufficient to meet the needs of the next century. UALR actively will address this challenge.

Schooling is the business of colleges of education.

We have this month placed the CollegeView system in 15 high schools in central Arkansas in an effort to make high school students better aware of opportunities in higher education. Through CollegeView, these students can access information electronically about some 3,200 colleges throughout the nation. We have invited the Arkansas Department of Higher Education to place information on the Arkansas Challenge grant program in the UALR section of CollegeView. Students today can apply electronically for admission to UALR. High school students will be able to apply electronically for information on the Arkansas Challenge grant program by this time next year.

The State of Arkansas has had the wisdom to create a Mathematics and Science High School. Because of the proximity of this special school to UALR, I challenge the faculty in the College of Science and Engineering

Technology to build a special relationship to this school and to seek to provide for the needs of the students and teachers. The College should consider the use of both compressed video and the Internet in addressing these needs. Because of the selectivity used in choosing the students who attend the Mathematics and Science High School and because of the nature of the curriculum offered, UALR will offer a scholarship to any student who graduates in good standing from this high school.

We must continue to seek to increase the role of African-Americans in higher education. This requires that we not simply increase the number of African-Americans admitted to the university but that we increase the number of African-Americans who graduate. Studies have shown that the presence of minority role models among the faculty plays a role in the success of minority students. We will seek to increase the number of African-American faculty through an incentive program. We will offer an incentive by increasing the maintenance budget for any department for successfully recruiting an African-American to fill an existing open faculty position.

Our Relationship to the Two-Year Colleges

The role of the two-year college continues to evolve in Arkansas. Although the national average for two-year students making a transition to a four-year university is only some 20%, we will provide the CollegeView software to all two-year colleges in Arkansas to assure that these students also may obtain general college information and apply electronically to UALR.

If we ... wish to remain relevant to the issues that confront contemporary America, we must place our students in the context of the community rather than creating an insulated academic environment.

I request the faculty in the graduate program in the College of Education to convene a meeting at UALR of faculty and administrators from the two-year colleges along with appropriate persons from the Arkansas Department of Higher Education to explore the potential need for a track in the graduate program addressing the needs of two-year college faculty and administrators. If the need exists, I challenge the College of Education to work with two-year college faculty and administrators in the development of an appropriate curriculum. The faculty also should consider how we might deliver such a curriculum utilizing long-distance technologies.

Because of our special relationship to Pulaski Technical College, we will provide a complete CollegeView system on their campus. We will seek other ways to build a collaborative bridge with Pulaski Technical College and extend opportunities to their students. We are prepared to offer to Pulaski Technical College the following services now:

- Developing of a computer-modem link between Pulaski Technical College and UALR that will allow their students access to the card catalog of Ottenheimer Library.

- Installing a shared compressed video facility on the Pulaski Technical College campus to allow the sharing of courses between our campuses.

- Developing a regular schedule of visits by UALR admission personnel to advise and answer questions for students at Pulaski Technical College.

These two institutions—Pulaski Technical College and UALR—share responsibility for higher education in the metropolitan area.

In some areas, our responsibilities overlap and in other areas, they complement. Community leaders understandably want to see a relationship that is best for the citizens of central Arkansas as opposed to best for one institution or the other. They do not want us to compete for the interest of the community or the support of our legislative delegation. The perspective is appropriate and reasonable. As we look to the year 2000 and beyond, UALR will fully support and encourage serious exploration of all options, including the possibility of a merger of the two institutions.

Service Learning

The primary purpose of the university is the creation of a learning environment. We must explore all possible approaches to pedagogy in the process of creating this learning environment. Adopting Boyer's (1990) view that "Higher education and the larger purposes of American society have been—from the very first inextricably intertwined," UALR will implement *service learning* as a means to create the *reflective practitioners* described by Donald Schon of MIT.

Bellah (1985) and other scholars have shown that service teaches a connectedness to the community in ways that assist in mitigating against the individualism of contemporary America. If we as an institution of higher education wish to remain relevant to the issues that confront contemporary America, we must place our students in the context of the community rather than creating an insulated academic environment.

I challenge the faculty to explore service learning as a potentially vital part of the approach to teaching. Let us look to the Haas

Center for Public Service at Stanford University and the Swearer Center at Brown University as models of excellence for the service learning process. The Haas Center involves over 3,000 students annually in 70,000 hours of service learning through some 60 courses across all the colleges of Stanford. Eight of Stanford's recent 10 Rhodes Scholars and the majority of its Truman and Marshall Scholars participated in service learning programs.

However, we need not look at other institutions. We only need to look to the success of University of Arkansas at Little Rock Literacy Corps. This program, selected by Time Warner along with similar programs at Harvard, Rutgers, UCLA, Northwestern, George Washington and American University for a grant for training and materials, has engaged over 500 UALR students, staff and community volunteers in working with over 1,000 children and adults in contributing 42,000 hours of community service in public schools, community literacy programs, local literacy councils and prisons.

To assist us in engaging our communities and to further the development of learning through service, we have created with the assistance of the Donaghey Foundation, the Office of Campus and Community Partnerships. The Director and staff of this Office will assist in building partnerships between the community and the academy. Of paramount importance will be the involvement of faculty and departments in forming these partnerships. We must integrate these partnerships with the community into the academy if we are to create the systemic change needed.

An ongoing partnership with United Way of Pulaski County has provided a wealth of resources to establish the Office of Campus

and Community Partnerships. This includes technical assistance through 16 hours a week of in-kind service provided by United Way staff members and in-kind contributions such as furniture, computers and software. In addition, United Way, UALR and the City of Little Rock have established a three-way partnership—*Volunteer Little Rock*—for recruiting, training, monitoring and recognizing volunteers working with United Way agencies. United Way will establish a Satellite Volunteer Office on the UALR campus to support and promote the partnership.

Since its creation in July 1995, the UALR Office of Campus and Community Partnerships has received $345,000 in grants and gifts through the process of forming new partnerships. Many diverse groups ranging from Share America of the Children International Foundation, United Way of Pulaski County, the City of Little Rock, the Break Away Project of Vanderbilt University to the Annie Casey Foundation are coming together to assist us in the creation of these meaningful partnerships of university and community. With the assistance of all of these partners and a $200,000 grant over two years from Southwestern Bell, we are creating a neighborhood homework center to work with students-at-risk in the neighborhood where they live. This project unites two themes that UALR will stress in our partnership programs: working with people and not for people and seeking to revitalize our neighborhoods.

The City of Little Rock has given UALR a significant opportunity to apply the expertise of the faculty, staff and students by forming a partnership with the University to operate a neighborhood center at the old Lee Elementary School at 12th and Pine. The University will undertake studies of neighborhood issues throughout Little Rock

This project unites two themes that UALR will stress in our partnership programs: working with people and not for people and seeking to revitalize our neighborhoods.

at this center. Faculty, staff and students will work closely with the neighborhood residents and their associations and the City to improve the quality of life for Little Rock citizens. This partnership will provide research, training and neighborhood project facilitation to try out new ideas to solve difficult problems that have defied traditional solutions. The Lee Neighborhood Center, located close to the Highland Park Housing revitalization project, coupled with the current $1 million HUD grant received by UALR for revitalization of neighborhoods will provide a living laboratory for the University.

Serving Industries and Agencies Directly

We will continue to seek opportunities to serve industries and agencies directly. The UALR Criminal Justice Institute is an example of providing education in a different format to meet specific needs. We will consider how we package course work outside the traditional degree programs and recognize it. For example, we now are considering the possibility of offering a combination of graduate courses leading to the award of a certificate for employees of the state office responsible for child support enforcement.

We have established an electronic decision support center, known as the Baum Decision Support Center, to assist companies, governmental agencies and not-for-profit agencies with the development of strategic and tactical plans. Because the success of such technology depends on human facilitators and because many of the persons involved in assisting corporate communication are located in the Department of Speech Communication, I authorize the transfer of this facility to the Department of Speech Communication. I charge the Department of Speech

Communication and the director of this facility to be stewards of this facility for the campus and the extended community.

One of UALR's newest partnerships is DINA—the Development Information Network of Arkansas. This World Wide Web site makes economic development information on Arkansas cities available to anyone in the world with access to the Internet. Global seekers of opportunity can view photographs of possible plant sites and explore a wealth of economic, demographic, recreational and educational information through this web site maintained by the UALR Institute for Economic Advancement, regularly accessed by thousands of people throughout the world. Russellville and Arkadelphia were the first cities to go on line with DINA. DINA is a cooperative partnership between GTE, which funded the project, UALR and the Arkansas State Chamber of Commerce.

Making Our Contributions Better Known

Because the contributions of many of our faculty and staff are not always clearly associated with UALR, we will seek means to heighten the awareness of the general public of these contributions. We will change the name of the Arkansas Institute of Government to the UALR Institute of Government and the Arkansas Institute for Economic Advancement to the UALR Institute for Economic Advancement to assure that the public more clearly associates the contributions of these two institutes with the University. I also charge the Office of Communications to develop a program that will assure better recognition by the community of the many contributions of all the faculty and staff of UALR.

Communicating and Serving Better

The manner in which we respond to incoming telephone calls and requests for information fails to convey the image we need to portray. I charge the Office of Communications to develop by 1996-97 a system by which we can respond to inquiries about the University within 24 hours or less. Since the Office of Communications is responsible for the image of the University, I also charge the Office of Communications to work with Computing Services and a faculty-staff advisory committee to assume responsibility for any general presentation made by the University over the Internet. Our Home Page on the World Wide Web must represent the best of UALR.

By the start of the 1997-98 academic year, we commit to developing out of the current administration building a one-stop student services facility where students can obtain information on admissions and financial aid, receive advising, enroll in courses and pay their bills. In addition, by 1997, we will seek means to increase the parking for visitors to the campus and students using the one-stop student services center. I have requested the Environmental Impact Committee in conjunction with the Parking Committee to consider how we can achieve an increase in parking for these purposes.

The Herschel Friday Fellows Program

UALR 2000 has provided us a map of the future without the detail on the roads that will lead to this future. Much of what we will accomplish will depend on our students extending the creativity and expertise of our

faculty in partnerships with our community. We began UALR 2000 under the leadership of one of our most successful and honored graduates, Herschel Hugar Friday. Mr. Friday was a man committed to his family, his profession and his community. Whenever there was a need, Mr. Friday stepped up to the challenge. We have honored him by placing a bust of his likeness in the Donaghey Student Center. However, today UALR announces an honor that reflects that for which he stood and one that will live through the years. With a gift from the Friday Family and a pledge of commitment over the next decade, we announce the start of the Herschel Friday Fellows program effective with the start of the 1996-97 academic year. We will award two-year scholarships to 10 students who have just completed their sophomore year at UALR or any of the two-year colleges in Arkansas. We expect each of these students to have an outstanding academic record, to have shown an active commitment to volunteer public service and to have demonstrated strong leadership potential. The Office for Campus and Community Partnerships will provide the campus home for the Herschel Friday Fellows. To assure their connection to the realities of the community, the Herschel Friday Fellows will participate during their junior year in a seminar patterned after the Leadership Little Rock program. We will encourage these Fellows to volunteer in the Office for Campus and Community Partnerships and to consider working with faculty who have received grant awards to work with the community. During the summer between their junior and senior years, the Friday Fellows will receive a stipend to participate in a meaningful project serving the community.

UALR 2000 began with Herschel Friday leading the effort. Today, we celebrate the UALR 2000 process that will define our partnership with central Arkansas.

Much of what we will accomplish will depend on our students extending the creativity and expertise of our faculty in partnerships with our community.

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We dedicate this dream of action to
Mahlon Martin, late president of the
Winthrop Rockefeller Foundation,
a man whose vision
and gentle ways touched
all of central Arkansas and beyond.

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